

Reading at Preston Hedge's Primary School

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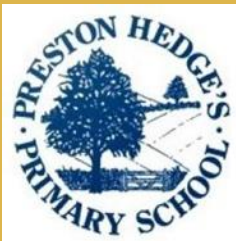
ELS

Essential Letters and Sounds

Daily teaching of phonics with additional intervention where necessary.

Fast, interactive teaching style. Lots of repetition.

Visual and practical reminders to keep learners engaged and to support development.



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Early Reading

Application of phonics knowledge.

First components of comprehension.

Teacher models decoding and blending.

Develop a love of reading.

Weekly reading in KS1.



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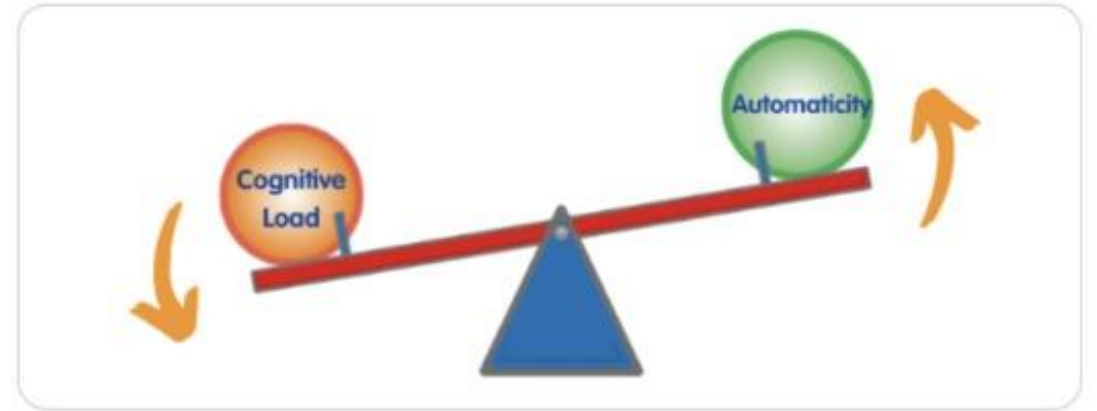
1:1 Reading Books – it's about building automaticity and fluency

This is different to how it used to be (which used to be about moving as quickly as possible up the levels).

It's all about automaticity (reading without consciously needing to work on how to read that word) and fluency (smooth reading that allows children to comprehend and interpret the text).

We **teach** children how to read through phonics. Their reading books **practise** building those skills.

To build automaticity and fluency, reading books should be able to be read by a child at 90 - 95% accuracy. That means that 18 or 19 out of every 20 words should be able to be read without needing to sound out...



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A few facts...

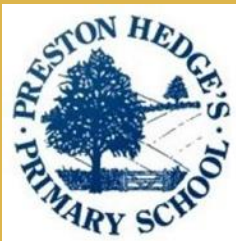
An established, confident reader is able to read words on sight. This enables readers to begin to use punctuation and intonation to aid meaning.

Confident readers need to read a word **14 times** to be able to remember it on sight (automatically).

Less confident readers need to read a word **at least 40 times** to build that automatic, sight recognition.

If a child is constantly sounding out every word, they cannot grasp meaning of sentences or text. This lack of fluency will really impact negatively on them as they progress through primary and secondary school.

Children who don't read at expected level by the end of Y6 are less likely to pass their GCSEs with grade Cs or above (old money, I know 😊)



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How we create automaticity and fluency...

Re-reading the books until they read them with fluency and can sight read the words.

So children will be asked to keep re-reading their levelled book across the week. The more the better.

I know that this can feel a bit boring for your child. It is in place to make them strong readers when they are older though. So to keep your child loving their reading, as parents feel free to say to your child, 'let's do x amount because this is your reading for learning book. After we have done that, we'll have a read of your reading for pleasure book.' Even a repeat of a few lines will help the automaticity for your child.



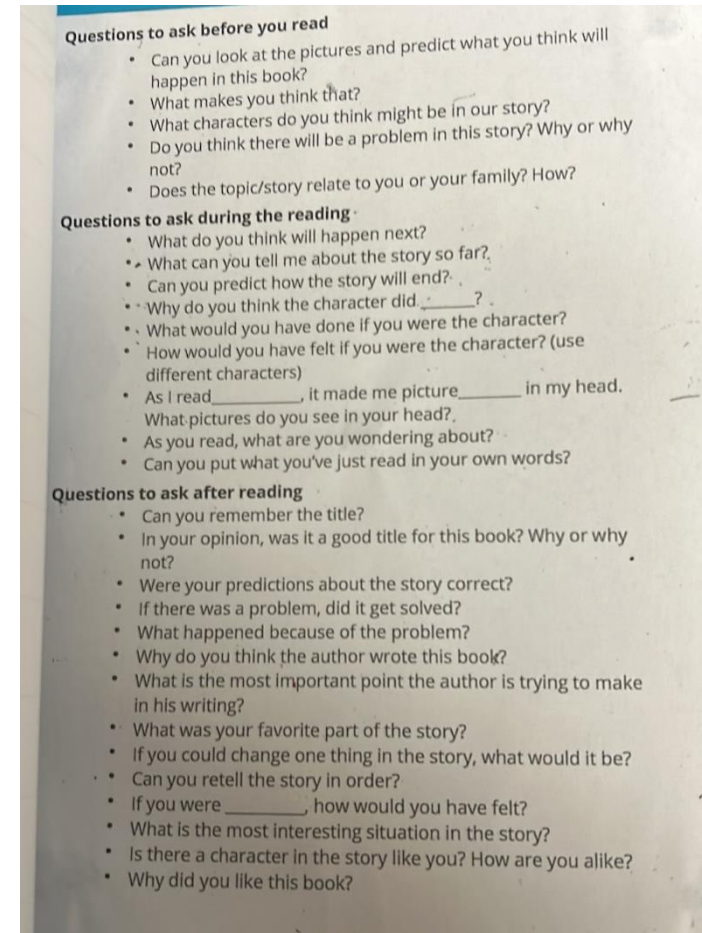
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Ways to help at home

- Model thought processes about the book and encourage your child to do the same.
- Encourage automaticity by using new or previously discussed vocabulary in lots of different contexts
- Remind to blend in head
- Ownership of the child holding the book, taking control
- Child uses their fingers to guide them
- Spend time on title, explaining expectations of knowing certain words will likely repeat on every page, so we wouldn't want sounding out/blending every time they come across it.
- If it they struggle, allow them to try to tackle first. Step in and model how to blend in head and then reread with pace.
- Pick up on pace and fluency, so it's not stilted
- Acknowledge punctuation.



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KS2 – Reading Comprehension

- Shared comprehension sessions will take place every other Monday.
- Collaborative approach to text types using Complete Comprehension – reading together, discussing the text, sharing thoughts and opinions, comparing to other previously read texts.
- Recognition of question types, application of comprehension skills: retrieval, summary, inference, word meaning. Progressive from Y2-6.
- Children will tackle question types that link to a particular skill, then will apply a range of comprehension skills to the same text once they are confident.
- Assessment points will also inform teachers of progress in reading.



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KS2 – Reading Analysis

- Collaborative approach – children and teacher will share text together. Teacher will explicitly model the reading process before children apply this to their own reading.
- Wide range of texts used (fiction, non-fiction and poetry) with progressive learning objectives to support the teaching process.
- Focus on thoughts, responses and understanding of the text. Starting with vocabulary, children and teacher will discuss meaning, makeup of word (root, prefixes, suffixes) and where else they have seen the word.
- Reading around words – children and staff will discuss word meaning based on clues in and around the word. Further understanding can be demonstrated by exploring the word in different contexts.
- Some children will have additional reading sessions that concentrate on fluency as well as comprehension and analysis.



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Reading in the Curriculum

- Sustained, individual reading sessions will be taking place in the afternoon, where children will read their own school reading book and staff will circulate the class, ensuring children can comprehend their text and can demonstrate developing fluency in their reading.
- Short-burst reading will be on offer in curriculum subjects to consolidate knowledge, recap prior learning and summarise learning. This will happen at the end of the lesson.
- Teachers will ensure that texts are varied in style to keep pupils engaged. Primary and secondary sources may be used as part of this for UKS2.



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Reading Recognition

- Reading levelled books at home 5 times a week (with a tick on the grid).
- Certificates can be earned within each year group (these start again every year), leading to a reading badge for completed grids.
- Additional ticks can be given by class teachers for excellent contributions to reading in the classroom.
- Reading Spine – additional literature that children can read and report on, in order to win further prizes from the vending machine.



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Ways to help at home

- Encourage children to bring their school book and journal to school every day.
- Ask children about what they have read – what they think, what they know and what they wonder.
- Encourage recognition of punctuation but also bold/italic/writing styles – talk about purpose and impact on the reader.



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Any questions?



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